

Families and Relationships – pupils will know					
	Lake EYFS	Coombe Including Lake year 1	Forest	Spring	Mill
Family	<ul style="list-style-type: none"> • who the important people in their life are and will be able to about them • <i>(See 'Past and Present section of EYFS Long Term Plan)</i> • how to be sensitive to the needs of others 	<ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do/enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	<ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 		

Relationships	<ul style="list-style-type: none"> • how to work with others in a group • how to play with others, take turns and share • how to form good relationships with the adults in the classroom and around the school • how to have positive relationships/friendships at school • what their own needs are and how to share them • how to be sensitive to the needs of others <i>(See Building Relationships section of the EYFS Long Term Plan)</i> 		<ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 		<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood about the reproductive organs and process • how babies are conceived and born and how • they need to be cared for Year 6 only <ul style="list-style-type: none"> • that there are ways to prevent a baby being made, how growing up and
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					information and advice regarding
Friendship	See above		<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	<ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	

Health and wellbeing – pupils will know					
	Lake EYFS	Coombe inc Lake yr 1	Forest	Spring	Mill
	<ul style="list-style-type: none"> • how to share how they feel (by showing or by saying) • how to know how others are feeling (by looking at their faces/expressions, by listening to them, by showing empathy) • how to keep themselves feeling well – by being active, eating well, sleeping well-being safe, talking to others) • that they are brave enough to try new activities • how to set goals for themselves • that they can show resilience and perseverance when things are difficult 	<ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common 	<ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it 	<ul style="list-style-type: none"> • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	<p>KNOWLEDGE CHECK</p> <ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: • how to plan a healthy meal • how to stay physically active • how to maintain good dental health, including oral hygiene, food and drink choices • how to benefit from and stay safe in the sun • how and why to balance time spent online with other activities • how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep <p>NEW LEARNING</p> <ul style="list-style-type: none"> • how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help • change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can • build up if they are not recognised, managed, or if help is not sought early on

					<ul style="list-style-type: none"> • that anyone can experience mental ill health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or • managed with the right strategies and support
Health and hygiene	<ul style="list-style-type: none"> • how to manage their own basic personal needs (e.g. toileting, handwashing and dressing, teeth cleaning) • about the different things they can do to keep feeling healthy and well (e.g. being active, eating healthily, cleaning teeth, not too much 'screen time' sleeping well, being a safe pedestrian) 	<ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun 	<ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care 		

<p>Keeping safe</p>	<ul style="list-style-type: none"> • about the roles that people have in our school community that keep us safe (school teachers, assistants, first aiders, buddies...) • about the roles that people have in our community to keep us safe – police, drs, nurses, fire brigade, crossing patrol... • about how to dial 999 if there is an emergency • about how to keep safe online • that they have people to talk to at school if they are feeling upset/worried • how to keep safe when online – asking for help • how to be safe when crossing the road – coming to and from school • know that what is in our underwear is private <p><i>(please also refer to 'Past and Present' area of the EYFS Long Term Plan).</i></p>	<ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places/situations; how to attract someone's attention or ask for help; what to say 	<ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers 	<ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) 	
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<p>Changing and growing</p>	<ul style="list-style-type: none"> • That their bodies have changed since they were babies • How their bodies have changed since they were babies <i>(see 'Past and Present' section of EYFS Long Term Plan)</i> 			<ul style="list-style-type: none"> • about puberty and how bodies change during puberty, (including menstruation and menstrual wellbeing – yr 5). <ul style="list-style-type: none"> • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty <ul style="list-style-type: none"> • how to ask for advice and support about growing and changing and puberty 	
				<ul style="list-style-type: none"> • to use the correct names for the main parts of the body, including external genitalia 	

Living in the wider world – pupils will know					
	Lake - EYFS	Coombe inc Lake yr 1	Forest	Spring	Mill
Caring for others in the community	<ul style="list-style-type: none"> that everyone is different and that we all have different needs how to be sensitive to the needs of others <p><i>(e.g. class friends and adults around them then sharing our Harvest goods at Harvest, supporting charities during Children in Need week, thinking of others during Diwali time and other festivals throughout the year, Remembrance Day...)</i></p>	<ul style="list-style-type: none"> how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work cooperatively the responsibilities they have in and out of the classroom how people and animals need to be looked after and cared for what can harm the local and global environment; how they and others can help care for it how people grow and change and how people's needs change as they grow from young to old how to manage change when moving to a new class/year group 	<ul style="list-style-type: none"> how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups what is meant by a diverse community; how different groups make up the wider/local community around the school how the community helps everyone to feel included and values the different contributions that people make how to be respectful towards people who may live differently to them 	<ul style="list-style-type: none"> how people have a shared responsibility to help protect the world around them how everyday choices can affect the environment how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues how to show care and concern for others (people and animals) how to carry out personal responsibilities in a caring and compassionate way 	□

<p>Careers and Finance</p>	<ul style="list-style-type: none"> • about the jobs people have in our community • e.g. farmers/religious leaders • drs, nurses, dentists ... <p>(see 'Past and Present')</p>	<ul style="list-style-type: none"> ● what money is - that money ● comes in different forms ● how money is obtained (e.g. earned, won, borrowed, presents) ● how people make choices about what to do with ● money, including spending and saving ● the difference between needs and wants - that people may not always be able to have the things they want ● how to keep money safe and the different ways of doing this ● how jobs help people earn ● money to pay for things they need and want ● about a range of different jobs, including those done by people they know ● or people who work in their community ● how people have different strengths and interests that enable them to do different jobs 			<ul style="list-style-type: none"> ● how people make decisions about spending and saving money and what influences them ● how to keep track of money so people ● know how much they have to spend or save ● how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) ● how to recognise what makes something 'value for money' and what this means to them ● that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions ● that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime
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	<ul style="list-style-type: none"> • that we can use the internet to find things out • that we should only use the internet with an adult • to tell someone if they are worried about something they have seen 	<ul style="list-style-type: none"> • how people use the internet and digital devices in their jobs and everyday life 			<ul style="list-style-type: none"> • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions
Media Literacy and digital resilience					<ul style="list-style-type: none"> • how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it

					<ul style="list-style-type: none">• how information is ranked, selected, targeted to meet the interests of
					<p>individuals and groups, and can be used to influence them</p> <ul style="list-style-type: none">• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range• how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue• to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have• to discuss and debate what influences people's decisions, taking into consideration different viewpoints